

**KPBSD Strategic Plan
BOE Project Overview**

April 12, 2022

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KPBSD Strategic Plan Background

Kenai Peninsula Borough School District (KPBSD) is currently engaged in a process to develop a new strategic plan to begin in the 2022-2023 school year. KPBSD has partnered with Hanover Research (Hanover) to conduct several workshops and consultations designed to build staff capacity to develop the district's strategic plan and the elements within the plan. These elements include: foundational elements (e.g., mission, vision, core values), priorities and aims, SMARTIE goals, departmental work plans, and identifying key priority indicators (KPI) to assess progress toward goals. In total these elements make-up a coherent strategic plan the district can communicate to the community, track, monitor, and adjust as needed.

In addition to the Strategic Plan Advisory series (e.g., Workshops and Consultations), Hanover, in collaboration with KPBSD, conducted several studies to collect data and share best practice research. These are:

- Strategic Planning Data Dashboard
- Longitudinal Survey Capstone Report which includes data from the following studies:
 - Student Climate and Mindset Survey
 - Senior and Alumni Survey
 - Personalized Learning Survey
- Strategic Priorities Diagnostic
- Strategic Plan Metrics

Core Values

Community	7
Perseverance	6
Growth	5
Character	4
Compassion	4
Critical thinking	4
Integrity	4
Contribution	3
Excellence	3
Accountability	2
Engagement	2
Opportunity	2
Belonging	1
Culture	1
Diversity	1
Initiative	1
Respect	1
Safety	1
Teamwork	1
Trust	1

2022 DRAFT Mission Statement

Every KPBSD student will be a lifelong learner who will graduate with the knowledge, skills, habits, agency, and community connections needed to pursue their passions and desired post-secondary opportunities.

KPBSD Strategic Plan Timeline

7/26/21 Hanover Partnership and Resources

8/23/21 Hanover and KPBSD Strategic Plan Initial Next Steps

8/26/21 Hanover KPBSD Data Request

9/15/21 KPBSD Consultation #1

9/16/21 KPBSD Data provided to Hanover

9/27/21 Strategic Priorities Diagnostic Survey

9/29/21 Strategic Priorities Diagnostic Survey delivered to Admin at Admin Meeting

10/8/21 KPBSD Strategic Priorities Diagnostic Survey provided to KPBSD Staff and Strategic Planning Committee

10/20/21 KPBSD Strategic Planning Committee Workshop #1

11/12/21 Longitudinal Survey Capstone Report

1/11/22 Consultation #2

1/19/22 Workshop #2

2/17/22 Consultation #3

3/18.2022 Workshop #3

March – May Domain Action Steps

4/12/22 BOE Strategic Plan Work Session

4/13/2022 KPBSD Admin Meeting Domain Work

TBD (Late April) Consultation #4

5/25/22 KPBSD Summer Leadership Academy Admin and Site Leadership Team

TBD Hanover and KPBSD Collaboration

TBD (June/July) KPBSD Reports Final Strategic Plan to the School Board

KPBSD Strategic Plan Committee

District	Clayton	Holland	Superintendent	Central
District	Kari	Dendurent	Assistant Superintendent	Central
District	Nate	Crabtree	Executive Director Human Resources	Central
District	Eric	Soderquist	Director IT	Central
District	Eric	Pederson	Director Elementary Education	Southern
District	Tony	Graham	Director Secondary Education	Central
District	Amy	Hagen	Director Student Support Services	Central
District	Pegge	Erkeneff	Director Communications	Central
District	Jessica	Scogin	Coordinator Federal Programs	Central
District	Melissa	Linton	Coordinator Curriculum	Central
District	Amanda	Adams	Teacher on Special Assignment Innovation Design	Eastern
School	Mike	Wojciak	K-12 Administrator	Southern
School	Karl	Kircher	Elementary Administrator	Central
Remote	Doug	Waclawski	Secondary School Administrator	Southern
School	John	Devolld	Charter School Administrator	Central
School	Kyle	McFall	Athletic Representative	Central
Community	Virginia	Morgan	BOE Representative	Eastern
Community	Neviya	Reed	Student Representative	Southern
Community	Tim	Dillon	Economic Representative	Central
Community	Cheryl	Siemers	KPC Representative	Central
School	Tiffany	Eck	Classified Representative	Central
School	Kristin	Davis	Certified Representative	Central
School	Megan	Wiley	Activities Representative	Southern
Community	Kellie	DeRaeve	Parent Representative	Central
Community	Gina	DeBardelaben	Parent Representative	Central

Domain Captains	
Student Success	Tony Graham
School Climate and Safety	Eric Pederson
Family and Community Engagement	Pegge Erkeneff
Workforce Development	Nate Crabtree
Organizational and Resource Management	Eric Soderquist

Kari	Dendurent	District Office	Facilitator
Pegge	Erkeneff	District Office	Family and Community Engagement
Henry	Burns	Seward HS	Family and Community Engagement
John	DeVold	Soldotna Mont	Family and Community Engagement
Christy	Gomez	Tebughna	Family and Community Engagement
Dawn	Grimm	Kaleidoscope	Family and Community Engagement
Todd	Hindman	Fireweed	Family and Community Engagement
Greg	Melvin	Connections	Organizational and Resource Mgmt.
Kevin	Lyon	District Office	Organizational and Resource Mgmt.
Matthew	Potter	Seward MS	Organizational and Resource Mgmt.
Janae	Van Slyke	K-Beach ES	Organizational and Resource Mgmt.
Eric	Soderquist	District Office	Organizational and Resource Mgmt.
Ken	Felchle	KMS	School Climate and Safety
Elizabeth	Kvamme	K-Beach ES	School Climate and Safety
Shonia	Werner	Skyview MS	School Climate and Safety
Eric	Pederson	District Office	School Climate and Safety
Chris	Brown	Homer Flex	School Climate and Safety
Jenna	Fabian	Nikiski Northstar	School Climate and Safety
Denise	Kelly	Sterling ES	School Climate and Safety
Meghan	Redmond	Homer Middle	School Climate and Safety
Bill	Withrow	Redoubt	School Climate and Safety
Clayton	Holland	District Office	School Climate and Safety
Dawn	Edwards-Smith	River City	School Climate and Safety
Cody	McCanna	ABC	School Climate and Safety
Michael	Crain	Nikiski MHS	School Climate and Safety
Will	Chervenak	KCHS	Student Success
Sunny	Mall	Homer HS	Student Success
Kevin	Downs	District Office	Student Success
Melissa	Linton	District Office	Student Success
Sean	Campbell	Paul Banks	Student Success
Kyle	McFall	K-Alt	Student Success
Penny	Bearden	Nanwalek	Student Success
Shane	Bostic	Nikiski MHS	Student Success
Vaughn	Dosko	KMS	Student Success
Alan	Haskins	Seward ES	Student Success
Doug	Hayman	Tust./Hope/Cooper	Student Success
Loren	Resse	Kenai Alt	Student Success
Sarge	Truesdell	SOHI	Student Success
Pete	Swanson	McNeil Canyon	Student Success
Doug	Waclawski	Homer HS	Student Success
Mike	Wojciak	K-Selo	Student Success
Tony	Graham	District Office	Student Success
Jerry	Stapleton	Paul Banks	Student Success

Cindy	McKibben	District Office	Student Success
Rich	Bartolowits	Connections	Student Success
Karl	Kircher	Mt. View	Student Success
Mike	Sellers	Niko	Student Success
Tabitha	Blades	SOHI	Workforce Development
Hannah	Dolphin	Mt. View	Workforce Development
Josh	Brantley	District Office	Workforce Development
Amy	Hagen	District Office	Workforce Development
Eric	Hart	Port Graham	Workforce Development
Michael	Sturm	Razdolna	Workforce Development
Eric	Waltenbaugh	West Homer ES	Workforce Development
Jeff	Ambrosier	Ninilchik	Workforce Development
Scott	Jonsson	Susan B English	Workforce Development
Bob	Ermold	District Office	Workforce Development
Dan	Beck	KCHS	TBD- Waiting for the Assignment
Jill	DuFloth	Skyview MS	TBD- Waiting for the Assignment
Austin	Stevenson	Soldotna ES	TBD- Waiting for the Assignment

Strategic Priorities Diagnostic for KPBSD Index

Metrics/KBPBSD Admin Input & Peer District Action Ideas

Metrics Examples

Strategic Plan Domains

- I. Student Success**
- II. School Climate and Safety**
- III. Family Engagement**
- IV. Workforce Development**
- V. Organizational and Resource Management**

Metrics: Examples

Student Success

- Which reading and math programs are used by which schools and how well they are implemented, at what cost, and with what results.
- Percentage of students completing career pathways
- Percentage of students earning industry-recognized credentials
- Percentage of students participating in work-based learning experiences
- Percentage of students enrolled in college or secure employment within 12 and 18 months of high school graduation

School Climate and Safety

- Disaggregated discipline rates
- Chronic absenteeism
- Suspension and expulsion rates, particularly disaggregated by subgroup, can indicate issues of school equity
- Percentage of students reporting they feel safe and welcome at school using survey data

Family Engagement

- Percentage of families that feel welcomed in the school environment using community survey data
- Growth traffic on district webpage or other communication methods
- Family attendance rates for school community events

Workforce Development

District Leadership

- Average Number of years of leadership experience
- Number of professional development hours district leaders participated in
- Leaders' levels of professionalism according to survey responses

Recruiting, Developing, and Retaining Talent

- Percentage of teachers teaching outside of licensure area
- Number of applicants per teaching/leadership vacancy
- The number of applicants for positions, how rapidly they are screened, and how quickly successful applicants are placed and prepared.
- The satisfaction of employees with the support and responsiveness of the HR department to various concerns.
- Percentage of teachers who agree or strongly agree that they have access to quality professional development
- Percentage of teachers with at least 90 minutes per week of collaborative planning time
- Percentage of teachers and principals leaving by student race/ethnicity (not including reductions in force)

Organizational and Resource Management

- Expenditure per student
- Class size ratios
- Supply costs
- Staff turnover ratios
- IT spending per student

I. Student Success

Teaching and Learning: Ensuring College and Career Readiness

Future Focused Learning

- CTE makes education more relevant to learning. Since some students are not going to college, and those same students have not been “in school” for two years, they need to know and feel how their high school education will give them money-making skills immediately out of high school.
- Inquire with business associations and skill set needs for their industry. Establish opportunities in those areas.
- Software, robotics, design instruction at elementary level.
- No more snow days – School can occur via remote.

Offering career and technical education that aligns with projected labor market trends

- Make labor market trend predictions on a local level, not a national level.
- Make it easier to get Type M (or equivalent) in the building to work with our students.
- More CTE program, such as cosmetology
- Don't spread staff too thin: one person for auto, welding, construction, etc.
- Analyze FTE for CTE to ensure offerings can be made.
- Offer math/science credit through CTE coursework (this will take curricular
- Mesh certification program requirements with school schedules and graduation requirements
- Cosmetology
- Refrigeration
- Nursing
- Dental Hygiene
- Marine Tech PWSC
- Yamaha Outboard Certification
- Look at prerequisite skills that kids need in order to be successful with CTE classes
- On the job” training opportunities
- College-bound path vs. CTE path
- Two-week opportunities to work in a field or to gain knowledge and interest
- Should not occur in the school, but in opportunities outside of the school.
- Should not be limited to high school, should include middle school.
- CTE at elementary level – get them excited about different occupations -site visits

- Increase the number of stipends for elementary school OR allow elementary schools to use 710 funds to offer after school programs.
- District level programs should be covered at the district level not building level (i.e. battle of the books, forensics)

Peer District Action Ideas: Student Success

- Increase class offerings
- Implement college/career management system that supports ongoing classroom and individual planning efforts
- Increase use of evidence-based instructional practices through deployment of system-wide resources, high quality teaching and effective intervention strategies.
- Develop instructional methods and materials that create differentiated paths, pace, and performance tasks for students.
- Develop curriculum maps for all content areas PK-12; provide multiple pathways for students.
- Provide and monitor professional development opportunities that address differentiation and inclusive practice to meet the needs of diverse learners, such as English learners and students with disabilities, and 21st Century learning, literacy and life skills.

II. School Climate and Safety

Building Safe and Supportive Environments

Fostering a positive district culture and climate

- When principals contact district office, then district office continues to respond in a timely manner.
- Currently principals contact each other, but this doesn't always work when principal-to-principal speculation needs to be verified against district policy.
- District: What are we doing to actively gauge how district employees are doing and feeling with respect to climate and culture?
- Safety features in buildings
- Staffing being crux of programs.
- Engagement activities for staff between schools.

Developing students' social-emotional skills

- Need a mechanism for measuring social-emotional skills in a tiered manner, maybe something like Piaget's order of cognitive development?
- Student SEL: Continue with Hanover and add PD with self efficacy (such as the activity we did today but for teachers/staff) Positive: The leadership course Sources of Strengths that is part of graduation. Also elementary counselors and continued interventionist support

Peer District Action Ideas: School Climate and Safety

- Create a culture of belonging and inclusion for all where issues of intolerance are addressed through education, awareness, and civic responsibility.
- Identify and implement a social-emotional development curriculum.
- Provide resources, education and strategies to ensure students are emotionally capable, responsible, and resilient individuals.
- Strengthen an environment and school culture that honors and celebrates diversity and responds effectively to the social-emotional experiences of every student and family.
- Communicate and update the safety and security plan, including emergency protocols to students, staff, families and the community.

III. Family and Community Engagement

District Culture: Engaging Families and Communities

Encouraging parents to engage with their child's school

- Title I Parent & Family Engagement has strings attached and is only 1% funded, so maybe some more funding from a different source. Can buy hardware and big-ticket items, but difficult to buy consumables and small-items.
- Encouraging parents to engage with their child's school
- Partnering with the community to provide supports and services to students

Partnering with the community to provide supports and services to students

- Develop a database of people who are willing to come and deliver adult/family instruction for (welding) workshops, etc.
- Get businesses and organizations to agree to do X, Y, and Z tasks, such as celebrate school birthdays (along with acknowledging their business).
- Managing partnerships (once they exist) in a way that is consistent with district policy instead of consistent with a history of back-door handshakes.

Peer District Action Ideas: Family and Community Engagement

- Effective communication: Enable consistent, relevant, and inclusive two-way dialogue with internal and external stakeholders.
- Host and track parent participation in teacher conferences, family nights, volunteer logs and other parent/partnership activities during the school year.
- Increase percentage of parents/guardians participating in parent-teacher conferences.
- Increase the number of district partnerships and deepen existing partnerships.
- Expand partnerships with parents, businesses, and agencies in support of student learning and development.

IV. Workforce Development

District Leadership

Developing effective school leaders

- Have a leadership academy for new to district administrators and potential admin interns (yearlong support), similar to a cohort model
- Continue to setup up mentor pairs for new to district admin
- Looking at specific skills or strategies that school leaders need to develop and planning ahead to focus on specific strands - Ideas include items like having challenging conversations, hosting effective meetings, instructional support, classroom management, school discipline, evaluating data- skill development
- optional book study to add on for that group, staff support and mental issues,
- Cohort of developing a pipeline for bringing up leaders; and then hiring from within - hiring from within is not happening. Instances of rising leaders who don't even get interviews.
- Monthly assistant principals' meetings with superintendent-coming together and talking about issues that affect a group of similar colleagues.
- Visits by Superintendents to new building admins
- Hook in with colleges and develop a Leadership Cohort. Have teachers as admin interns and have them maintain their position while interning.
- "Identify School Leader Experts": School law, school finance, SPED, etc. other areas that can share their expertise
- "Admin Academies:" Information for new and returning admins- HR, Board Policy, SPED, Finance
- Input from admin on what topics to discuss/learn about from each other
- Go to ED leadership programs and present on KPBSD

Developing effective district leaders

- Program phones that move a phone call to the next person principals can talk to with an internal phone tree; or, one central secretary that anyone can call to get you through to a person.
- Aspiring Directors/Coordinators, have staff serve on different policy committees
- Regularly scheduled school visits by District Office
- Regularly scheduled Zoom meeting time block where admin can ask questions- Could be based on departments: SPED, Finance, HR. "Answer on the spot" has been helpful
- Establish common areas of focus to work on and learn form and make progress on.
- Active problem solving sessions in meetings (small group/like issues)
- Session work – Topical.

- Extend school day by 5 minutes to build in snow days losses. And if not used for hazards, reduce year by remaining days.
- Cohort for aspiring district leadership

Resources and Operations: Recruiting, Developing, and Retaining Talent

Retaining high-quality teachers

- Teachers need housing, even in communities on the road-system
- Longevity bonuses
- Culture - for new teachers isn't meeting the needs of the younger teacher and their needs for autonomy and self
- Provide days for sharing instruction with other teachers. Demonstrates a value for their ability.

Recruiting high-quality teachers

- Certain interview questions can identify a good fit for the community, indicating that a teacher is more likely to stay once hired.
- Continue to attract teachers with experience (new to district) by moving them up to 12 years experience.
- High Quality teachers should have fewer evaluation requirements, or a different requirement that is less taxing.
- Provide days for sharing instruction with other teachers. Demonstrates a value for their ability.

Peer District Action Ideas: Workforce Environment

- Attract, retain, and empower excellence in our employees.
- Achieve an environment that promotes social, emotional, and physical safety.
- Fostering positive staff relationships while strengthening recruitment, mentoring, and on-boarding for new hires and the continued professional growth of all experienced staff.
- Provide relevant professional development for all staff.
- Sustain a positive work environment.

V. Organizational and Resource Management

Resources and Operations: Improving Operations

Maintaining optimal staffing levels

- Continue recruiting subs and making paying subs to travel for multi-day sub jobs from road system to off road-system.
- Put roving substitute teachers in each school. They can always find work to do.

Expanding and/or updating facilities

Peer District Action Ideas: Organizational and Resource Management

- Investigate and focus on ways to increase public participation in budget planning and process. Increase public participation in work sessions. Budget development will be 100% aligned with the district's strategic plan ensuring adequate funds are available to meet the district strategic plan goals.
- Ensure financial integrity.
- Provide an array of technology (software, devices, websites, and digital content) in order to foster student engagement and learning.
- Create multi-purpose learning spaces that facilitate collaborative teaching and learning.

BOE Work Session Activity

1. Mission and Vision-Slogan vs Statement
2. Identify Domain of interest and specific topics you would like to see included in Strategic Plan.
3. Thoughts moving forward for Admin Meeting, Committee Work and Summer Leadership Academy.